

*Democracy in Education**Education for Democracy*

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

A Nation's Songs

BAUSE ere those half-remembered echoes die,
Ballads and stories, hymns and childish rhymes,
Sweet, lispings ditties like old English chimes
From neighbor spires—a sacred minstrelsy
That haunts the household, falling from the sky,
As if the very soul of distant climes
Lived in each legend of the olden times
That heroes muttered in their infancy.

What if the pith and fibre of the race
Were nourished only thus? What if there dwells
Immortal ardor, manhood, courage, grace
In such old echoes—mystic syllables
That do not die, but float upon the wind
Through nursery windows to preserve mankind?

—John Jay Chapman

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EDUCATION is our biggest business and worst managed. It occupies twenty-six million of our population.

Germany and Denmark have only two illiterates per THOUSAND population.

The United States has SIX illiterates out of every HUNDRED population.

Nine leading European nations are less illiterate than the United States.

Half of our school teachers are without normal school training.

Three out of four criminals come from the ranks of the uneducated.

Backward school children, wrongly handled, are a further source of criminals.

Fifteen million American voters cannot read the English language.

Secretary of the Interior, Lane, estimated that illiteracy costs the United States \$825,000,000 a year.

The census showed 1,400,000 children from seven to thirteen years getting no education at all.

The education bill provides a federal department of education with a secretary in the President's Cabinet.

It proposes for the department to teach the states how to teach efficiently.

President Coolidge, the Republican party and twenty-seven national organizations favor the new department of education.

—*Herald-Examiner, Chicago.*

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The American Teacher

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One Dollar a Year

A Neglected Aspect of the Problem of Academic Freedom

Joseph Jablonower, N. Y. School of Ethical Culture,
N. Y. Teachers' Union, Local No. 5

It is my thesis that the teaching profession, more than any other agency, is responsible for the manner in which the thinking, the writing, and the speaking of teachers is made subject to considerations other than that of discovering and revealing truth. Teachers have committed overt acts in efforts to punish teachers who entertained ideas that are not along accustomed patterns, and, more generally and no less effectively, they have helped in this direction by acting as silent partners, through their readiness to accept places of teachers who were singled out for punishment.

The Teacher as an Out-and-out Accomplice

The November number of the American Teacher reports the cases of three teachers in the City of New York who have passed the regular tests and have earned for themselves places high on their respective lists for promotion, but who have been denied promotion because they held or expressed views which are distasteful to the Board of Superintendents, or to a majority of that Board. These superintendents were all at one time teachers in the same school system. The material on which they based their objection to at least one of the candidates was furnished to them by the Teachers Council of the City of New York. This material purports to give the records of a number of teachers, in the school system of New York, whose views are not majority views, at present. At no time were the teachers whose records are thus assailed given an opportunity by the Teachers Council or by any other group to meet the charges contained in the report. The report has never been accepted officially by either the Board of Superintendents or by the Board of Education. Yet the Board of Superintendents deems it proper to use this report as the basis for its action in withholding promotion from a candidate.

This same Teachers Council was conspicuous in efforts of vigilance committees to have the Lusk Laws, now unlamented, applied against teachers whose political views are not politic.

The City of New York is not exceptional in the fact that in its school system there are the self-righteous among teachers, who are ready to co-operate with "law-and-order" groups that would, and sometimes do, make short shrift of the school careers of non-conformists who happen to find their way into the school systems. During the war period and the years immediately following it, what school system or faculty did not have its own little "intelligence bureau?"

The Teacher as a Silent Partner in the Work of Enforcing Conformity

The issue of the American Teacher to which I have already referred reports the case of Professor J. E. Kirkpatrick. Professor Kirkpatrick was dismissed from Olivet College because he wrote a book called *The American College and Its Rulers*, a book which apparently the Board of Trustees of that college did not like. Olivet College needs money, and people who have it are not likely to part with it readily on behalf of a college which harbors the author of such a book. The president of Olivet College has not protested audibly against the arbitrary dismissal of Dr. Kirkpatrick. The Faculty of the College has made no noticeable stir about it. The record does not show that the Board of Trustees experienced any difficulty in finding a teacher willing to take the offender's place on the Faculty.

The teacher who will accept a job of which another teacher has been unjustly and unjustifiably deprived is a silent accomplice in the assaults against the intellectual integrity of the teaching profession.

Consider the case of President Suzzallo, re-

cently ousted from the Washington State University by the Governor of the State. Governor Hartley did not like Dr. Suzzallo's activities in the legislature on behalf of educational measures. What are the teachers of the University or of the State going to do about it? It is too soon perhaps to expect an answer to this question. President Blair of the National Education Association has issued a statement in which he pays tribute to the personal worth of Dr. Suzzallo and in which he declares that the National Education Association will not accept in dumb acquiescence this high-handed treatment of one of its distinguished members.

But if the issue is fought out merely on these lines, what is the net result? If President Suzzallo secures reinstatement as the head of the University, he and his group will have proved themselves better strategists than their opponent, and education is neither the better nor the worse for the incident. But if he loses out, what then? Is it reasonable to suppose that the Board of Regents of the University will experience any serious difficulty in finding an acceptable successor to President Suzzallo? Will educators to whom the position is offered scrutinize too carefully the treatment which the Board meted out to Dr. Suzzallo?

Instances are not wanting where boards had negotiated with candidates before they created the vacancy. Dr. John L. Tildsley, Associate Superintendent in the City of New York, failed of re-election, not on professional grounds but on issues that were petty-political in nature. The leader of the majority in the Board of Education assured his fellow at the meeting of the Board that Dr. Edgar Dubs Shimer was ready to take the job. Dr. Shimer took it, and explained in a statement to the press that he had been told definitely that Dr. Tildsley would in no event be re-elected. He leaves to be inferred the question: Who wouldn't take the job, under the circumstances?

A number of years ago Rev. Dr. John Haynes Holmes thrilled an audience of teachers in New York City with the challenge that the way to defeat the intent of the Lusk Laws is for teachers to refuse to take the jobs that are made vacant through the dismissal of teachers under the pro-

visions of the laws. The laws were repealed. We can only guess how many teachers would have responded to the appeal of Dr. Holmes, had the occasion arisen.

Among wage workers it is morally reprehensible for a worker to take a job which has been vacated by another worker as the result of a lockout on the part of the employer, or of a move on the part of the worker to improve the conditions of his employment. No such stigma attaches yet to the teacher who accepts a position without giving thought to the manner in which a fellow teacher may have been deprived of it.

Employers of wage workers are mindful of the conditions of the labor market when they consider the advisability of a labor turnover. Employers of teachers can afford to be unmindful of the conditions of the teacher market. For every job there are more than enough aspirants, indifferent, so far as outward signs indicate, to the conditions of employment and to the manner in which the vacancy has been created. The consciousness that a long line of aspirants is waiting, keeps the job-holder in his intellectual place. He is in no position to raise or to face issues.

This is the silent and effective partnership of teachers in the enterprise of keeping the teachers disciplined and regimented. This partnership is insidious, and pervasive. It is more menacing for the intellectual integrity of teachers than the out-and-out enlistment on the part of some teachers with forces of reaction.

The American Association of University Professors has done heroic work in the direction of exposing acts of arbitrary treatment of professors by college boards and presidents. The American Federation of Teachers has done a good deal in the same direction, especially where teachers in public school systems were involved. It should be one of the major tasks of the American Federation of Teachers to make teachers of the land sensitive to this high professional obligation: to accept only those positions which have been created in order to satisfy hitherto unanswered or unfelt public needs, and to fill only those vacancies which have been created under conditions that receive approval from committees of teachers after most thorough investigation.

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Teachers' Unions in Other Countries

Dorothy P. Gary, Minneapolis, Local No. 59

AUSTRIA.

In America the union teacher is still the exception, in Austria he is the rule. Unionism is "the thing," and no more to be questioned than the blueness of their Danube, the permanency of their Alps, the universality of Freudian complexes, five o'clock coffee or the immortality of Vienna sausage. It is just as queer not to belong to a union as it is to admit that you've not a Freudian complex and don't drink coffee. What a strange but what a charming world for an A. F. of T-er to drop into!

My replies to their questions concerning unionism among American teachers caused these Austrian teachers to look politely incredulous. Finally, when they were convinced that I was really stating facts, one of them exclaimed, "Is it possible! We suspected this, as we suspected your anti-evolution law, of being one of your American jokes."

While the Austrian teachers are generally agreed on the correctness of unionism, they are unfortunately not so well agreed on the form which the union should take. The teachers are divided between the Free Teachers Union (Freie Lehrer Gewerkschaft) with a membership of 5,300, the National Union of Austrian Teachers (Reichsverband des österreicher Lehrerbundes) with 10,000 members, and the Austrian Christian Teachers Union (Österreich Christlichen Reichsgewerkschaften) with a membership of 8,000. The private school teachers have their own union, the art teachers, theirs, etc., bringing the total number of unionized teachers beyond the 75% mark. The National Union of Austrian Teachers and the Austrian Christian Teachers Union are both conservative, sectarian unions, the first being composed largely of Austrian Nationalists, and the second being controlled by the Catholic Church.

The Free Teachers' Union corresponds to our A. F. of T. being composed largely of public school teachers, and affiliated through the Government Employees' Union to the National Trade Union Movement of Austria. It couples its program dealing with the economic needs of the teachers with a program of educational reform. The union demands a freeing of the schools from

clerical domination of the educational system. and compulsory religious instruction in the schools. (The Nationalists and Catholic party have been in control of the state government since 1922, and according to the Free Teachers' Union and Social Democrats, these two parties have been using their power to make political use of the schools.) The union has also shown an active interest in experimental education, and has a well-worked-out program to advance.

Tenure is not a problem with the Austrian teachers, but partisanship in school administration, unemployment and "hunger-rations salaries" are *Economic Distress of Austrian Teachers*.

Under the caption, "Hunger-rations of Austrian Teaching Profession until 1927," the Free teachers' Voice (Freie Lehrerstimme), official organ of the Free Teachers' Union publishes the following schedule of salaries (salaries fixed by law):

| Years of Service | Citizens' Elementary School Teachers (Volksschullehrer) Vienna | Citizens' Higher Elementary School Teachers (Bürgerschullehrer) Vienna | Handicraft Teachers (Handwerkerlehrer) Vienna | Secondary School Teachers (Mittelschullehrer) |
|------------------|--|--|---|---|
| 1 and 2 | 195.5 | | 133.5 | |
| 3 and 4 | 209.5 | 242.5 | 188.5 | |
| 5 and 6 | 223.5 | 271 | 195.5 | 210 |
| 7 and 8 | 242.5 | 296 | 202.5 | 271 |
| 9 and 10 | 271 | 308.5 | 209.5 | 282 |
| 11 and 12 | 296 | 333.5 | 223.5 | 292 |
| 13 and 14 | 308.5 | 351.5 | 233 | 302 |
| 15 and 16 | 333.5 | 355.5 | 242.5 | 322.6 |
| 23 and 24 | 405.5 | 412 | 296 | 343.3 |
| 29 and 30 | 483.5 | 479 | 351.5 | 476.5 |
| 33 and 34 | 535.5 | 524.6 | 377.5 | 554 |
| 35 and 36 | retired | retired | 399.5 | 582 |
| | on pension | on pension | | |

Government family minimum subsistence budget for Vienna,* 200 shillings (one shilling=14c).

*It probably should be stated that the ratio of men to women school teachers is the reverse of that in this country, the men being in substantial majority. Hence, the family budget comparison has real significance.

Vienna—Private school teachers earn from 80 to 100 shillings a month! Public and private school teachers in the rest of Austria earn much less than those in Vienna.

The Free Teachers' Voice estimates that the real wages of an Austrian teacher are just half that of an American teacher.

These are the salaries earned *when the teacher has work*. Unemployment is a serious problem with the Austrian intellectual workers, and is

constantly becoming more so. There are hundreds of teachers without work, for the simple reason that there are not enough jobs to go around. Many of the younger teachers who have completed their training and received their certificates two years ago have never had a post. (Interest on the American Morgan's loan must be paid, and one place the government is economizing is in the schools.)

This unemployment extends to all classes of workers, the industrial workers being naturally the most seriously affected. In August, for example, in Austria's population of six million, nearly one quarter of a million were unemployed. The situation has been steadily growing worse since 1921. The war bled Austria economically, the Versailles treaty carved out her economic heart, and Morgan's loan and the "stabilization" which followed have completed what the war began. No one could live in Vienna a week without being convinced of the economic and social disintegration of the present social order of Austria, and the inevitability of some far-reaching social change.

Wherever you go men and women who are without work come frankly begging, or hawking their pathetic wares of tarnished shoe strings and lightless matches. These men and women are often in the prime of life, and while pale from lack of food, still have the vigor in them for work. But there is no work, so they must "beg or starve (and perhaps both)". Among these beggars are many ex-professionals, including private school teachers, music and art teachers and private tutors. Policemen have been stationed along the Danube to prevent the growing number of suicides in its swift, blue waters.

The Labor Movement was strongly enough organized to get an unemployment insurance law passed, but the technicalities of the law are such that hundreds of the unemployed are not benefited by it. Those who do receive the unemployment dole of 72 shillings a month find it quite inadequate.

This is the situation in which the teachers union and other unions must function. The Free Teachers' Union, as a section of the Public Employees Union took part in the great struggle in 1924-25 for a salary increase to all grades of public employees, and for the elimination of

partisanship and deception in the administration of public institutions. The teachers did not succeed in winning their demands, and they plan to present them again in 1927. Many of the teachers are beginning to recognize that the division of the teachers into the various unions is a source of weakness, and one cause of their failure in 1925. These teachers have raised the slogan, of trade union unity of the Austrian teachers, both within Austria, and with the other teachers' and workers' unions of the world.

LOCARNO WORLD CONFERENCE ON NEW EDUCATION

The True Meaning of Freedom in Education

The subject of the Fourth World Conference on New Education organized by the New Education Fellowship, 11 Tavistock Square, London, W. C. 1, England, is one that will appeal to every forward-looking teacher and educationalist. From 3rd to 15th of August, 1927, members of the Conference will gather at Locarno, in the loveliest surroundings, to discuss "The True Meaning of Freedom in Education."

Among the speakers will be M. Pierre Bovet, Professor at the University of Geneva and Director of the International Bureau of Education; Dr. Alfred Adler, author of "Individual Psychology"; Professor Lombardo-Radice, Editor of "L'Educazione Nazionale"; Dr. Ovide Decroly, Director of "L'Ecole Pour la Vie Par la Vie," and Professor at the University of Brussels; Dr. Carson Ryan, Professor of Education at Swarthmore College, Pa.; Dr. Carleton Washburne, Superintendent of the Public Schools of Winnetka, Illinois; Dr. Lucy Wilson, Principal of the South Philadelphia High School for Girls; Dr. Adolphe Ferrière, Founder of the International Bureau of New Schools; Dr. Elisabeth Rotten, Director of the German Bureau of the New Education Fellowship; Mrs. Beatrice Ensor, Chairman of the New Education Fellowship.

Study groups, led in each case by an expert, will inquire into such specific problems as Co-education, the Problem Child (Fear, Lying, Stealing, etc.), Sex Education, the Psychological Freeing of the Teacher, Individual Methods (such as the Winnetka Technique, the Project, Mackinder, Decroly, Montessori Methods, Dalton and Howard Plans, etc.), Progressive Methods in Secondary Schools, History Teaching from the International Standpoint, the Pre-School Child, the Post-School Adolescent, New Ways in Art Teaching, Intelligence Testing and Vocational Guidance. An exhibition of children's work and various educational materials will add greatly to the practical value of the Conference.

Recreation is an important part of the programme. Full advantage will be taken of the ideal surroundings: there will be excursions, rowing, bathing in the lake, sunbaths.

Further details of the Conference can be obtained from the offices of the New Education Fellowship.

AN ILLUSTRATION OF DEMOCRATIC TENDENCIES

Very notable changes in the government of Vassar College have been proposed recently. These were formulated by a joint committee of six persons, two each from the trustees, the faculty and the alumni. Five of the twenty-one trustees were to be nominated by the alumni. This of course is not an unusual proportion but three additional members were to be nominated by the faculty. Moreover, the faculty was to choose members to sit upon each of the seven committees of the board. On the important educational committee, the faculty was to have three of the seven members, with the president ex-officio. Also, and still quite unusual, the faculty, it was proposed, might nominate for the presidency of the college or appoint a committee to act with the trustees when a president was to be chosen. A majority vote of the faculty was required for the nomination of a dean before appointment could be made by the board. All actions of the board were to be given to the faculty as early and fully as possible and were to be published in the next ensuing number of the Alumni Quarterly.

It is hardly necessary to call attention to the importance of this proposed recognition of the faculty as a part of the law-making body of the institution, and the publicity to be given to all acts of the board. Its significance in contrast with the usual procedure is only excelled by its novelty. But there is another feature of Vassar's proposed changes still more novel and perhaps more significant. Provision was made for a community executive committee or senate to be known as the joint committee. It was to be composed of the president, representatives of the trustees, faculty, alumni and students. It might be called together by three members and might consider and report upon any matter affecting the general welfare of the college.

It is to be carefully noted, however, that these thoroughgoing democratic measures have not gotten beyond the stage of proposals. They were made, indeed, by a responsible committee, after the board had committed itself to the "principle of reorganization." The findings of this committee are important only as showing present

tendencies toward a more liberal and responsible type of college government. Neither the faculty as a whole nor the board accepted the more unique and democratic provisions of the plan. However, Vassar has worked out a system of co-operative committees which makes possible an unusual degree of communication between faculty and trustees and faculty and students.

(The American College and Its Rulers—J. E. Kirkpatrick.)

At our request for further light on the democratic tendencies at Vassar College and for some statement regarding the number of reforms suggested which have actually been carried out, President MacCracken sent us the following letter:

VASSAR COLLEGE
POUGHKEEPSIE, N. Y.
President's Office

November 4, 1926.

My dear Mrs. Hanson:

Under another cover I am forwarding to you a copy of the By-laws of the Board of Trustees of Vassar College.

In Article IV, Section 1, Paragraph 2, it is stated that the President shall have final authority in the internal affairs of the college. This sentence, while somewhat absolute in wording, is intended to provide the authority necessary in cases of emergency. This authority has never been exercised.

I am also forwarding the Statute of Instruction which, though modified by recent events, remains substantially the same. Your attention is specifically called to the fact of the absolute uniformity of the salary agreements, publicity with regard to grades and the right to freedom of instruction. The direction of the faculty by educational policy and similar points are now at issue.

Professor Kirkpatrick calls attention to the fact that at the present time no members of the faculty are elected to the Board of Trustees. This step was recommended by me to the Board of Trustees, but failed of approval. It was also vetoed in the faculty meeting. Members of the faculty did not wish, at that time, to elect members to the Board of Trustees, preferring a plan by which a faculty committee on appointments should make its wishes known in the matter of academic tenure. The real ground of objection to representation on the Board is that such representation would tend to diminish rather than to increase the absolute autonomy of the faculty in the direction of educational policy.

The principle of conference established under the Statute of Instruction has been carried further in recent years by the trustees in holding conferences not only with the faculty, but with the student group. The recent adoption of voluntary attendance at chapel took place after extended meetings with committees of both faculty and students.

The faculty has adopted the same principle of discussion with regard to the curriculum. A faculty committee on the curriculum consisting of nine members has met several times with the students' committee on the curriculum. Conference exists at every point in the student's life between the departments, such as art, music, physical education, drama, journalism, poetry, criticism and the like—wherever instruction in theory is paralleled by practice in extra curriculum activities.

There is also being forwarded to you a copy of the Students' Handbook which shows that our social rules are somewhat elaborate. They were adopted in conference between the students and faculty. It is their purpose to maintain the college primarily as a place of learning and to deter the young woman who seeks merely social pleasure from thinking of Vassar as a place of residence.

An excellent illustration of reform in the organization not mentioned in Dr. MacCracken's letter is the manner in which the trustees favored the principle of voluntary attendance at chapel, their vote being the result of a recommendation of a committee of the trustees whose deliberations were the outcome of a joint session with appointed representatives of the faculty and students. Especially noteworthy are these points in the tentative plan of arrangement.

Direction of Educational Policy

"The faculty of Vassar College is entrusted with the direction and control of the educational policy of the college. The initiative in educational matters may arise in the faculty or in the Board of Trustees, but the trustees will not establish new departments or change existing departments except after full conference and discussion with the faculty or its representatives. The trustees will not accept gifts upon terms which would alter the status or tenure of any members of the faculty without conference in advance with the faculty.

Conference System

(a) The principle of conference between the faculty and the Board of Trustees is adopted. All trustees, committees concerned with recommendations upon the administration of educational trust funds are requested to hold conference with the proper officers of the faculty.

(b) Conferences upon any questions of educational character may be requested by either body through the appropriate committees.

Academic Freedom

(a) Within the limits of national and state law, all teachers in the service of Vassar College shall enjoy complete liberty of research, of instruction and of utterance upon matters of opinion. The teacher's exercise of the rights and obligations of a citizen and of a member of the community shall in no way be affected by academic tenure.

(b) No gift shall be accepted by the trustees the terms of which would come in conflict with this statute.

(c) Utterances and discussions in the classroom shall

be regarded as privileged, and may not be published by anyone without the authority of the officer concerned."
—*Vassar College Statute of Instruction Tentative Plan of Arrangement.*

ME'S FOR I'S

The College Entrance Examination Board has decided, it appears, that "it is me" is good English, making its decision on the ground that "it is I" is affected. Where, asks critical opinion, are we going to stop if we yield to the mistakes of the ignorant or the carelessness of the indifferent? Who is to say us nay if we prefer "he don't" to "he doesn't," or "different than" to "different from"? Who are to be the arbiters of language, the masses or the scholars?

Precisely because nicety of speech is so prevailingly looked upon as affectation is the ordinary run of American conversation so little pungent. It is not that Americans have not the ability to use words effectively but that they do not choose so to use them.

The American child grows up with the idea that to pick and choose his phrases is to make himself a target for the ridicule of his companions. The American man believes that to be discriminating in speech is to be high-brow, and to be high-brow is to be read out of the fellowship of democracy. In speech as in dress the conventional is the desirable.

Only a few years ago slang travelled slowly; it was growing stale in the east when it reached the middle west, and had been relegated to the dust-heap on the Atlantic seaboard before it had arrived at the Pacific coast. But today with the radio braying forth every new phrase that has caught the popular fancy in one corner of the country to every other, we shall all be using the same slang simultaneously, and all be matching wits in coining substitutes for it the day after it has been born. The language of the masses will be full of vulgarisms, and if to boot we are to allow the speech of the more critically educated to yield precision to a charge of affectation where then will our American English be? No, we don't agree with the honorable members of the College Entrance Examination Board. Since the masses won't, the scholars should preserve the distinction between their "I's" and "me's."—*The Saturday Review of Literature.*

GOD'S WORLD

By Edna St. Vincent Millay

O World, I cannot hold thee close enough!

Thy winds, thy wide grey skies!

Thy mists, that roll and rise!

Thy woods, this autumn day, that ache and sag

And all but cry with color! That gaunt crag

To crush! To lift the lean of that black bluff!

World, World, I cannot get thee close enough!

Long have I known a glory in it all,

But never knew I this;

Here such a passion is

As stretcheth me apart. Lord, I do fear

Thou'st made the world too beautiful this year.

My soul is all but out of me—let fall

No burning leaf; prithee, let no bird call.

\$2,000,000 SOUGHT TO SPREAD BLACKLIST

A blacklist to be spread throughout the country to bar liberal, radical and labor speakers from churches, forums, women's clubs, and lecture courses is being compiled by the American Citizenship Foundation. The Foundation has been formed by a fusion of two patriotic societies, the American Sentinels and the United Americans. It is now seeking \$2,000,000 for its program, which includes, besides the blacklist, the issuing of literature, a monthly called the American Citizen, posters, and a textbook on "citizenship training."

The Citizenship Foundation also plans to keep close tab on such persons as Jane Addams, Roger Baldwin, Morris Hillquit, Elizabeth Gurley Flynn, Sherwood Eddy, William Z. Foster, Norman Hapgood, Oswald Garrison Villard, Scott Nearing, Robert Minor, H. L. Mencken, Madeleine Doty, Mrs. Robert Morss Lovett, Kirby Page, Mary McDowell, Victor L. Berger, and Mrs. Meta Berger. Among the organizations on the blacklist are the League of Women Voters, the League for Industrial Democracy, the Socialist, Farmer-Labor, and Workers Parties, the American Civil Liberties Union, the Vanguard Press, the Federated Press, the American Fund for Public Service, the Fellowship for Reconciliation, the American Association of University Women, the International Student Forum, and the Women's International League for Peace and Freedom. Jane Addams was recently barred from speaking at a woman's club near Chicago on the ground that she was listed on the Foundation's blacklist as "the third most dangerous person in America."

MAY TEACHERS THINK?

Selma M. Borchardt, Washington Local No. 8

Major General Amos Fries, Chief of the Chemical Warfare Section of the United States Army feels that teachers should have no personal, religious, political, or social convictions unless those convictions are similar to his. In fact, this self-appointed custodian of the Washington Public School System opened a vituperative attack upon Mr. Henry Flury, a biology teacher in one of the Washington high schools, and demanded his dismissal because Mr. Flury had ventured to define a political movement of today, of which General Fries does not approve.

The Forum had asked for definitions of "Socialism." Mr. Flury had submitted his definition, and it was published. A simple, academic statement, it was.

The statement appeared and very little comment ensued. Then, suddenly members of the Teachers' Union heard that Mr. Flury had been asked to appear before the Superintendent of Schools and explain his conduct. It was later learned that General Fries, the flame-throwing general, had written to the Superintendent of Schools of Washington and demanded that this teacher, whose thoughts were "warped" (he did not agree with General Fries) should be immediately dismissed.

Mr. Flury, recognizing his legal rights as a citizen to his political views, and his legal rights as a teacher to tenure of office so long as he performed his professional duties satisfactorily, submitted a dignified simple statement to the Superintendent, setting forth that he felt that it was not only his right but his duty to interest himself in the social and political movements of the day; that he had at no time given expression in the classroom to his personal political views; that quite unlike the attacks on his personal character and patriotism waged by the gas-supplying general, he was a patriotic American citizen who had served his country in keeping with his ideals both in peace and in war.

The case came before the Board of Education of the District of Columbia. They were told by Mr. Flury's superior officers in the school system that Mr. Flury had in the past and is at the present time satisfactorily performing his professional

Your Teacher's Salary Check!

Bank it through the convenient
Banking By Mail Departments
of these two labor banks

FRIENDLY HOMES FOR LABOR'S SERVICE

New York's First Labor Bank

**Amalgamated Bank
of New York**
15 UNION SQUARE

Chicago's Only Labor Bank

**Amalgamated Trust
& Savings Bank**
111 WEST JACKSON BOULEVARD

Combined Resources, \$12,000,000.00
In New York: Member of Federal Reserve
In Chicago: Clearing House and State Bank

duties, that he had never in the course of his biology teaching advocated any particular political creed or dogma, that he was an American citizen of good calibre, and hence quite qualified to teach high school students in Washington. Many of the members of the Board of Education no doubt held political views quite different from those which Mr. Flury may hold. Many of them may hold religious views which are quite different from his, but unlike the Commander of the Chemical Warfare Section of the United States Army, they felt that those views were Mr. Flury's views, and that they would be quite unpatriotic if they attempted to deny him a right to his views, or an opportunity to express those views outside of the classroom. The Board, therefore, voted that it could not and would not take any action against Mr. Flury.

But this did not close the case so far as the active general was concerned. He gave lengthy articles to all of the newspapers, stating that Dr. Ballou and the Board of Education will hear more of this case; that he, as Commander of the American Legion of the District of Columbia, would not permit so drastic an affront to go by unpunished. He spoke much and often. Through the speeches of this general, the War Department, the American Legion, particularly the Press Club Post thereof, were a party to this dispute.

Was this militarism in our schools? Was this an insidious influence of the United States War Department, attempting to determine the policies of the public schools of the nation's capital? There were those who felt that this was the case. However, Secretary of War, Dwight Davis, was quite anxious that the War Department should not be a party to this dispute, and announced through the press that Major-General Amos Fries, Chief of the Chemical Warfare Section of the United States Army, was not speaking for the War Department when he was attacking Mr. Flury's political views. Secretary Davis felt that General Fries was probably speaking as Commander of the District of Columbia American Legion.

As General Fries was a member of the Press Club Post of the American Legion, members of the Press Club as well as members of the American Legion wanted it to be definitely understood

that General Fries was not speaking authoritatively for either the American Legion or the Press Club. The Washington correspondent of the St. Louis Post Dispatch expressed his views to the President of the Press Club in no uncertain terms:

"Mr. Ulric Bell,
President, The National Press Club.

My dear Ulric:

"No doubt you have seen newspaper accounts of the attempt made by Major-General Amos Fries to obtain the dismissal of a biology teacher from the faculty of a local high school because the teacher had submitted a definition of Socialism in a national prize contest conducted by the Forum.

"It appears that the good General made his complaint as an officer of the American Legion, and not in his capacity as director of poison gas warfare—as might have been supposed. I am told that his status in the Legion derives from his membership in the Press Club Post. As a member of the Press Club, I am extremely curious to know whether the name of the Club has been used in connection with this gas attack. My curiosity is perceptibly deepened by observing a threat which the estimable General seems to have directed against the Board of Education: to wit, that unless the professor's scalp was delivered to him forthwith, he would cause "a good newspaper story" to be made of the affair.

"The propriety of an army officer, in the public pay, attempting to get the job of a school teacher because the teacher has displayed an intelligent understanding of the meaning of an important political movement, needs no characterization among civilized men. However, it is not our duty to prevent Major-Generals from making public spectacles of themselves, and in the case of one so singularly gifted for the part as the intrepid Fries appears to be, I doubt if it would be possible, anyhow. Yet I am sure you will agree that it would be a calamity if the name of the Press Club, or its members, or the newspapers which they represent, should become involved, even indirectly, in a persecution of this sort, and that if it has become involved, without the knowledge or consent of the officers and members, measures should be taken, which would effectively prevent a recurrence.

"I have made some inquiries among members of the Press Club Post, and have been informed that they had no knowledge of the gallant General's intentions until they saw the fruits of the public prints. From my acquaintance among them, I am sure this is true. Incidentally, I have not examined the roster, but I assume Fries does hold some sort of associate membership in the Club. Is that correct?

"Any information which you have on this subject, as it affects the club or its members, will be appreciated."

"Cordially,

(Signed)

PAUL ANDERSON."

The whole incident would be amusing were there not a very serious significance back of it. First, why should the Commander of the Chemical Warfare Section of the United States Army take it upon himself to run the public schools of the nation's capital? This by no means is his first attempt to interfere with the professional conduct of the teachers of the schools, or with the educational policy of the schools themselves. Only a few months ago did this inflammable general state that unless the children of the Washington schools were made to stay in the schools until 4:30 and were given no home work, that the American home would break down. When the District Appropriation Bill had been reported to Congress by the Appropriations Committee with the objectionable Summers' Amendment, which sought to prohibit the teaching of evolution and of comparative government, stricken from the Bill, it was then that this same General Fries actively interested himself in having that notorious section put back into the Bill. Of course, General Fries was defeated in his efforts in this undertaking, as he was in all of his previous attempts to determine educational policy. But isn't it time that the War Department, on whose stationery the General writes, whose time he takes to have formulated maliciously inaccurate statements of women's organizations throughout the country, and whose prestige is continually involved in the conduct of so important a representative of the Department, should quite formally and officially indicate to General Amos Fries that his field is the field of poison gas in warfare, that his bombs should be restricted to use in warfare, and that even in warfare, the United States War Department does try to maintain a sense of honor and truthfulness, which is so often lacking in the attacks which the General launches in civil life?

NOTE. It was in the office of General Amos Fries that the notorious spider-web chart was formulated and it was from his office that it was sent, under government to all parts of the country. This was the chart which by gross and malicious misrepresentation sought to prove that all women's organizations which are supporting the Child Labor Amendment are under the control of Moscow.

S. M. B.

INTERNATIONAL EDUCATIONAL CONFERENCES TO BE HELD DURING THE SPRING AND SUMMER OF 1927

Toronto Conference

At a recent meeting of the officers of the World Federation of Education Associations with the Canadian Committee on Arrangements, final plans were made for the World Conference on Education, which will be held at Toronto, Canada, August 7-12, 1927. The prospects for this Conference are very fine indeed. The Canadian committee is doing most excellent work in making all local arrangements, and ample accommodations will be available for more than five thousand visitors. Assurances have been received of large delegations from a number of foreign countries and of smaller delegations from most countries of the world. The British Isles alone will send a delegation of four hundred teachers. The attendance from Canada will doubtless be the greatest at any educational meeting in her history. The attendance from the United States should also be very large. Final arrangements have already been made for a number of the most distinguished educators in Europe, Asia and America to appear upon the program.

Detailed information concerning the meeting can be secured from President A. O. Thomas, State House, Augusta, Maine, from Mr. C. H. Williams, 101 Jesse Hall, Columbia, Missouri, and from Dr. E. A. Hardy, Simcoe Hall, Room 220, University of Toronto, Toronto (5), Canada.

Prague Conference

The International Bureau of Education at Geneva has arranged to convene an international educational conference to be held at Prague, Czechoslovakia, on the 18th and 19th of April, 1927. The object of this conference is to discuss the promotion of peace through the schools of the world. The main theme which will run through the discussion is: *What the School Can Do for Peace*. Numerous educators in Great Britain (notably in Wales), France, and Germany have been giving particular attention to this subject and it was made the theme of a remarkable conference at Geneva last summer. It is expected that the Prague Conference will be attended by delegates from every country of western and central Europe, and possibly from the United States and other countries.

Locarno Conference

The Fourth International Conference of the New Education Fellowship, a progressive educational organization with branches in England, Germany, Switzerland, Bulgaria, Hungary, Belgium, Denmark, France, and the United States, will be held in Locarno, Switzerland, from August 3 to August 15, 1927. The main topic of discussion will be: *The True Meaning of Freedom in Education*. One of the questions which will be discussed under this theme concerns closer educational relations of Europe and the United States. All American educators traveling in Europe during the summer are cordially invited to arrange to attend this meeting.

Further information concerning both the Prague Conference and the Locarno Conference can be secured by writing to Professor Pierre Bovet, Director of the International Bureau of Education, Geneva, Switzerland. Professor Bovet is calling the Prague Conference and will be present at the Locarno Conference. Information concerning these meetings can also be secured from Mr. C. H. Williams, Secretary of the World Federation of Education Associations, 101 Jesse Hall, Columbia, Missouri. Persons, wishing to register for the Locarno meeting should write to Miss Clare Soper, Secretary of the New Education Fellowship, 11 Tavistock Square, London, W. C. 1, England.

LEGISLATIVE NOTES

Word has been received that three of our western states, Montana, North Dakota, and Minnesota will this year introduce in their legislatures bills which will seek to prevent the teaching of the theory of evolution. What has happened to our great northwest? We have appealed to the state federation of labor in each of these states to stand by the teachers in their fight to prevent the enactment of such laws.

The House of Representatives last year by a very large majority passed the so-called Shepard Towner bill for the promotion of infancy and maternity welfare. The measure was also favorably reported out of committee in the Senate. In the Senate, however, there seems to be a group of men who are not in favor of the principle of this measure. So far this very small minority of Senators has been successful in keeping the measure from coming up. They know that if the measure were called up it would pass by a very large majority. Let your senator know that you are interested in this measure and that you want early action on it.

Last year the Poison Gas treaty was favorably reported out by the Foreign Relations Committee of the Senate. Certain selfish interests started the usual campaign of misrepresentation with the result that the measure was referred back to Committee, to die. It is significant to note that General Pershing, who commanded our forces on the other side, earnestly desires the enactment of this treaty, and that apparently his position has been quite misrepresented on this question.

There seems to be no chance that the Curtis Reed Bill providing for the establishment of a federal Department of Education will be reported out of Committee at this Congress. On the other

hand we are very happy to note that there seems no chance of having the Phipps Bill enacted by this Congress. This bill while claiming to enlarge the Bureau of Education in reality gives the Bureau no power which it does not already possess, but does make possible the control of public education in this country by private organizations, and also the spread of any sort of propaganda by a government agency. It is a dangerous measure and should be fought.

The Child Labor Amendment is still before the public, and will again be considered by a number of the state legislatures which meet this year. Locals desiring any information on this question will be supplied with the latest literature on the question.

The U. S. Congress is going into text book writing. Congressman Connery of Massachusetts has introduced a bill that Congress shall examine the contents of history textbooks. If Mr. Connery will produce the trained historians who are members of Congress, who will make this study, we certainly should welcome it—except, isn't education a state function?—*Selma M. Borchardt, Legislative Representative.*

A WEEK-END SCHOOL ON ARBITRATION, SECURITY AND DISARMAMENT

On January 22 and 29, Arbitration, Security and Disarmament will be discussed at the Week-end School of Foreign Affairs. A number of other organizations are co-operating with the State Committee on International Co-operation to prevent war of the Illinois League of Women Voters and the Chicago League of Women Voters Forum at these sessions of the school.

That it is of the utmost importance that public opinion in the United States be educated to favor the settlement of international disputes by arbitration is indicated in the two following quotations from a book entitled "International Law and Some Current Illusions and Other Essays" by Justice John Bassett Moore, the American member of the World Court:

"So far as the United States is concerned, it is now in actual practice more difficult to secure international arbitration than it was in the early days of our independence. Although this statement may occasion some surprise, its absolute correctness may easily be demonstrated" (page 86).

"As we are somewhat prone to boast of leading the

van in the cause of peace, it may be worth our while to consider whether we should not gain a position far in advance of that which we now hold if we were to recur to the practice we followed one hundred and twenty years ago" (page 89).

Prof. Quincy Wright of the University of Chicago will give the lectures. As usual there will be two sessions each day, 10:30 a. m. and 2 p. m. at the Congress Hotel. The registration fee of \$1.00 covers all the sessions.

TEACHERS' ORGANIZATION MOVEMENT IN CANADA

Reports of provincial secretaries show increases in membership and echo a spirit of enthusiasm and harmony.

Ontario Women Teachers' Federation: "An increase of membership of 355 over that of June 30th, 1925."

Ontario Secondary Teachers' Federation: "The total number of fees paid for the last session was 2,112, an increase of 178 over last year's figure, which was then the high record."

Prince Edward Island Teachers' Federation: "The number of members to date this year is 540. The number of teachers eligible for membership is approximately 600. In other words the percentage is 84."

B. C. Teachers' Federation: "An amendment to the school law of the province has provided a practical avenue of appeal for every teacher who felt that he had been unjustly or unfairly dismissed. Every teacher who feels that an injustice has been done may appeal to the Council of Public Instruction, who may appoint some responsible person to take evidence on the matter and report to the council. Also school boards are now required to give reasons for a dismissal."

Alberta Teachers' Alliance: "This has been our banner year. The total membership to date is 2,508. All facts point to increased solidarity on the part of the teachers of the province. In the case of the Blairmore School the enormous sum of \$11,670.54 has been contributed and handed over to the Trust Committee who in turn have disbursed practically the whole of the amount to the teachers concerned, who have thus received in amount practically 90 per cent of their salary."

Manitoba Federation: "The short term normal school has disappeared from our province. Salaries have been well maintained in spite of the various difficulties which various communities encounter in financing their public service."

THE Y. W. C. A. AND WORKERS' EDUCATION

From an article by Ethel M. Smith in *The Life and Labor Bulletin* of Nov. 2, we get a comprehensive view of the work attempted by the "Y. W." in five industrial

conferences in as many summer camps established in woody spots of New York, Pennsylvania, Michigan, Iowa and North Carolina. While vacations for the girls, with swimming, hiking, dancing, singing and all the other delights of a camp, these gatherings were also centers for serious thought. Lectures and discussions and informal chats on industrial themes were clinched by written papers.

Many Girls from Many Trades

"It was my particular good fortune," writes Miss Smith, "to be a discussion leader at the conference held at Camp Caledon, in the northwest corner of Pennsylvania, on the shores of Lake Erie. Here we had about seventy girls, fewer than some of the other camps, Camp Gray, for instance, having over 200; and while our group at Camp Caledon came from three states, the girls at Lake Junaluska, in North Carolina, came from nine states. Our 70 girls were a varied group, however, including hosiery workers, silk weavers, candy workers, garment workers, cigar makers, shoe workers, electrical workers, a collapsible-tube maker, paper box makers, retail clerks, office workers, elevator operators, cafeteria workers, waitresses, cooks, laundresses, domestic workers, a photograph finisher, toy makers, and others the list of which fails me. Most of them had not attended any such conference or had any economic teaching before. Not half a dozen had been to high school. Most of them had gone to work at 12 to 16 years of age, and all but a few are now under 25. With but few exceptions they were American born and Protestant. Seven were colored, as many more were Slav, and five were Catholic girls. They were delegates, all of them I suppose, from their Y clubs at home, and they came from a dozen different localities in, chiefly, Pennsylvania and New York.

From one angle or another, each of the five conferences dealt with the girl's economic situation in her job and her economic status in the community, as distinguished from the abstract moral or religious view of her "lot" in life. Not the virtues of "Christian fortitude" and "endurance of the will of the Lord," but the Christian obligation to intelligent understanding of the conditions of life and the ethical responsibility for remedy of the distortions produced by man-made conditions—this was the spirit of the Y leadership in the conferences everywhere. So the lecturers told in simple phrase, the story of the industrial revolution and the development of industry to its present-day form. They diagrammed the proportions of that vast system and the place of the individual girl within it. They told her what regulates it, so far as it is regulated—individual ethics, public opinion, legislation, collective bargaining. They described the machinery set up by different groups for solving its varied problems—set up by employers on the one hand, and by the workers on the other. They defined the individual bargain, the welfare program, the company union, the trade union.

No one who has followed the labor movement among girls can fail to recognize the growing influence of the Y. W. C. A. in workers' education.

The American Teacher

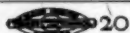
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"This movement they call organized labor is the universal, vital problem of the world."

—Thomas Carlyle.

THE SINGLE SALARY SCHEDULE FOR THOSE HAVING EQUAL EXPERIENCE, PREPARATION AND OTHER QUALIFICATIONS

A. F. T. Program of Action

The Fifth Convention of the A. F. T. adopted the following resolution.

Resolved, that the Convention adopt as one of its educational principles the principle of equal pay for equal professional preparation and experience regardless of the grades or classes taught.

This change, we realize, cannot be brought about with satisfaction unless conditions of work in all grades are equalized to the greatest possible degree by the democratic effort of the teachers.

This expresses the undeviating position of the American Federation of Teachers. There are still some communities, mainly in the east, that maintain a salary distinction on the basis of sex. New York has passed through a severe struggle and has had this discrimination removed. Boston and Cambridge are still struggling. Periodically the monster raises its head and has it lopped off by the ever-watchful teachers' unions. St. George is ever watchful for the Dragon of Injustice. There is but one standard—teachers of character and proper cultural equipment, qualified to teach children to function in a democracy. Such character and cultural equipment are not confined to nor do they exist in a greater degree in the male sex. The salary in each instance is determined by the position, regardless of the individual who occupies it. The whole salary scheme is entirely impersonal.

Not Enough Men Teachers Now

There are too few men teachers in most of our schools now. If the men had a higher pay schedule, women would be selected more than ever (as a saving in expense) to fill vacancies. To obtain the service of the best women teachers as well as of the best men teachers, the salary schedule for both should be so attractive as to bring them into the educational field. Such a reactionary measure as separate salary schedules produces friction, tends to disrupt the teaching force and to destroy unity and co-operation among teachers.

We want all teachers to have equal rights and opportunities, and to possess the highest possible qualifications through education and experience.

This position is but a reiteration of the position which the American Federation of Teachers has held since its organization. In fact, the principle of equal pay for equal professional preparation and experience was one of the original causes of the formation of the American Federation of Teachers.

The solution of this serious problem must be given careful attention if the American school is to be placed on the basis which is indispensable in our national life. In its policy of equal pay for equal service, the American Federation of Teachers does not feel that its actions are based upon mere sentiment. As a matter of abstract justice the proposition stands without opposing argument. It is a well known fact that the training necessary for the teaching profession is as expensive for women as for men. Neither is there discrimination in the economic conditions. The only reason ever advanced for higher pay for men is one based upon the so-called law of supply and demand which at first appearance does seem to justify a salary discrimination. But a careful analysis removes these appearances if the proper standards are observed. Even though there may be five or more women to one man who qualify for a given position it does not necessarily follow that there is equality among all the qualifying candidates or that all the candidates should be accepted as desirable rather than to raise the minimum requirements which would not only induce more men to present themselves as candidates but would also attract more and better qualified women. When the conditions are

such as to attract an undue proportion of the two sexes, it is a serious reflection upon the minimum requirements. It is this standard of minimum requirements that the American Federation of Teachers with the support of the American Federation of Labor seeks to elevate. If the requirements are merely academic a considerable number of women can qualify who do not possess the personality and general knowledge which should be demanded of the teacher. It is not so much a matter of competing against the men in the schools but rather a matter of inability to compete in the commercial field which allows them to accept the economic conditions of the teacher. This is merely another way of saying that the minimum requirements are too low, and too narrow.

To put the case concretely let me refer to Chicago experience covering many years. In previous administrations members of the board were fond of meeting at dinners with high school men whom they toasted as the finest group of men teachers in the world, a group of which the board members were justly proud and which in their opinion was worthy of much higher salaries. As nothing was ever done and as these occasions carried an atmosphere of increasing insincerity the men tired of all this and saw its falseness. Out of these dinner groups with their inactivity, indirection and unorganization sprang the Chicago Federation of Men Teachers affiliated with the American Federation of Labor. Out of this came organization, leadership, activity and increasing achievement. The idea of higher salary for men has never found a voice, partly because all realized that it had never been sincerely advanced, partly because the movement was forwardlooking and sympathetic with the modern trend of social development and partly because it was felt that there must be a future to the welfare of the schools as well as of the individual teachers. Today there is no sentiment in Chicago on which to base a demand for discriminating salary schedules.

If the public is unwilling to pay such salaries and maintain such schools as will induce high grade men and women into the service, then it must be content with such teachers as will present themselves under the conditions established. Should it turn out that only women accept the

positions then the situation as a whole cannot be permanently relieved by any temporary expedient such as a discriminating salary. The problem is one of general education of the public to see the need of better schools and to demand that teachers have in addition to the academic requirements a knowledge of the world, of human nature and of the significance of training for citizenship. When these requirements are established it will be found that men and women of the same degree of qualification and personality can be found in about equal numbers and the problem will be eliminated. To ask that men receive higher salaries is to accept standards as they are without protest. This causes a great weakening in the process of education of the public to the new standards to fit the new conditions of American life. Nor can this work be carried on by the women teachers alone since their ranks will be increased by those where admission is made possible by the existing requirements. It is not unlikely that the process of bringing our schools to the desirable standard will be more rapid if no measures of expediency are adopted. If salary schedules will not call in men then the absence of men from the school system will be a striking lesson to the public and will serve to arouse some long needed thinking on this subject. To keep a small percentage of men by artificial inducement is to give the public an opiate from which it may take years to recover.

The American Federation of Teachers is based upon the recognition that the American school system is sadly defective in many respects and upon the hope that organized teachers through an appeal to democratic and civic organizations can take part in alleviating these conditions. When the American school is what it should be it will recognize the merit of mind and character of the teacher and offer the proper compensation in salary and promotion.

CHILD LABOR

That the National Association of Manufacturers is opening the way for a campaign to deprive a large number of American children the benefits of the public schools, is the answer of the National Child Labor Committee to the report of the committee on Junior Education and Em-

ployment of the Manufacturers Association, which advocates that children should be allowed to leave school and go to work at 14, claiming that this is the conclusion of modern educational research.

The National Child Labor Committee asserts that, on the contrary, recent scientific investigations justifies the position they have always taken that children should remain in school until 16. In support of this view, they quote Mrs. Helen Thompson Woolley, Ph. D., formerly director of the Vocation Bureau of Cincinnati, and at present director of the Institute of Child Welfare Research, Teachers' College, Columbia University, whose recent book "An Experimental Study of Children." is the chief source on which the National Association of Manufacturers bases its report.

In a personal interview with a representative of the National Child Labor Committee, Mrs. Woolley stated that she does not share the view of the National Association of Manufacturers, which seems to advocate a 14 year age limit for compulsory school attendance. "Although recent educational studies and our growing knowledge regarding differences in mental ability have revised my former attitude with respect to many of the problems of the child who leaves school for work, I have not altered my fundamental belief that children should continue their education until they have reached the age of 16.

"It is true that the majority of children who leave school under 16 are the mentally inferior group, and failure in school is a more compelling motive than economic pressure in sending them into industry. But the conclusion to which this points is that our school system must be re-organized, not that these children should be allowed to work. If the school as at present constituted has nothing to offer this large group of children between 14 and 16, who cannot profit by the usual academic work, then it must introduce a new type of education that will give them something of value. Inferior children mature later than do normal and superior children, and it is doubly important to protect them from undue strain and responsibilities during this period of their most rapid physical and mental growth. No educator really believes that allowing the inferior children to leave school, after the required number of years of academic failure, is a good educational policy. It has been allowed to go on merely because the school has not known how to meet the situation.

"The report of the National Association of Manufacturers also seems to suggest that I do not regard employment as physically harmful for children under 16," continued Mrs. Woolley. "It must be remembered,

however, that my study, which showed little correlation between physical abilities and employment, was based on the city of Cincinnati alone, where for years there has been a very strict child labor law, rigidly enforced, which controlled the conditions under which children worked. There was also in Cincinnati, when this group of working children left school, a comprehensive system of school medical inspection and before entering employment children were required to have a physical examination and secure a certificate of physical fitness. These were important factors in determining the relatively satisfactory physical showing of these children during the years of their employment. Furthermore, as stated in the study, the results seemed to indicate that school life favors general physical vigor and energy more than working life."

With one other assumption of the report of the National Association of Manufacturers, Mrs. Woolley takes issue, namely, that since staying in school does not seem to mean higher wages, it therefore follows that this group of retarded children, who ultimately go into routine factory work, gain nothing by remaining in school. "This is a limited view of the function of education," she says. "It would be more correct to say that because of the very fact that these children are destined for routine factory work and will probably never reenter school, it is more important that they continue their education. I do not mean vocational training. As a matter of fact, the simple processes of routine jobs can be learned in a few weeks in the factory more satisfactorily than in a schoolroom, even a vocational workshop. But I do mean a type of education that will give them a right attitude towards and interest in their job and that will enable them to enjoy the leisure hours not occupied by the drudgery of earning a living.

"The manufacturers regard the child primarily as a wage-earning unit. To the educator he is very much more than that. His ability to earn a living is but a small part of his preparation for life and one that for children of limited mental capacity requires little or no training. It is ability to live harmoniously, to be a good member of a family, to take his enjoyment wholesomely, to contribute to community progress, that requires the training. Herein lies the real function of education. If education has failed up to this time to accomplish this result for some group, the remedy is not doing away with education. It is in making it more efficient.

"One thing is obvious. With this new and

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individualized education that seeks to adapt the school program to the varied capacities of school children, the task of education will become more complex, and its cost will become greater. As far as the child destined for work is concerned, it implies a longer period of supervision and co-operation on the part of the school before the young worker is thrown completely on his own resources."

PHILOSOPHY OF EDUCATION, WITH PHILOSOPHY OF LIFE, ESSENTIAL TO TEACHER

By Dr. Elmer B. Bryan, President Ohio University

A philosophy of education commensurate with a philosophy of life is essential to the profession of teaching. We must have an attitude toward life. We must believe certain things and realize that we are making contributions to life.

It is the business of the school to help the younger generation to run up and come abreast of the race. No other institution has been founded with the avowed purpose of helping the young to catch up.

The track of humanity runs upward, slow and difficult though it is. The world is better today than it has ever been before, and, though we look through the keyhole and the wheels seem to run backward, the wagon is still moving on across town.

In Support of Workers' Education

(By James Wilson, President Pattern-makers' League of North America)

There is a case which has come under my personal observation which illustrates the great service of the Workers' Education Bureau to the American Federation of Labor and to the American commonwealth as a whole.

A young man with some ability whom I know, under the influence of radicalism, was himself rapidly becoming a dangerous element in the community. Two years ago he came in touch with the educational work, as promoted by the Workers' Education Bureau, in one of our large industrial centers. He began to study economic and industrial problems from the educational instead of the propaganda point of view. He was an alert student; rapidly he became more closely associated with the workers' educational classes. One of the instructors in these classes, who was a professor in a nearby university, was so struck with the native ability of this worker that he encouraged him to take regular work in the university. As a result this young man is now continuing his work at the university and has become as a result of this work an asset to the city in which he lives and to the trade union of which he is a member. He thinks clearly and can analyze any proposition presented to him and no longer jumps at conclusions.

EDUCATION FOR TRADE UNIONISTS

By William Green, President A. F. of L.

Education, the spiritual growth of every individual, has always been a fundamental aim of the labor movement. We have worked for higher wages and shorter hours because these things meant time and opportunity for greater richness of life—culture, art, study. And above all we have worked for a greater growth of mind that would fit us to master the problems rising out of every-day life and work.

Labor has come through a period when progress depended on industrial strife. The strife was necessary to establish our unions. But now that our unions are widely recognized and collective bargaining is more and more accepted, our progress depends less on the use of force and more on the policies carried out through regular union channels. It is the wisdom of these policies that will determine the future growth of our movement.

How, then, are we to acquire the wisdom to guide and direct our organized forces? The surest way is through education, and education not only for our leaders, but for all our members. But a busy man will ask, "How can I find time for education?" This seems a hard question, but the answer is quite simple.

Education is not something separate from life and work, but rather a process of learning and training one's mind through every-day experience. The union member who studies the trade agreement of his union, watches how it works, and sets his mind to think out how it could be improved—that man has found the way to educate himself and to bridge the chasm between work and culture. And if he goes farther and studies the problems of his trade, thinking out methods of production that would be more efficient—better tools, better system of handling materials, better prevention of waste, and ways in which his union can become a constructive factor for efficiency in the industry, then he is training his mind to a still larger understanding of the forces that influence his daily life and work, and is working toward that wisdom which will help to direct union policies to a goal of constructive accomplishment.

The next step in this process of mind training is to discuss one's ideas and questions with fellow union members, for there is no keener whetstone for the sharpening of wits than the contact of one mind with another. When this comes about in a union meeting or a study class under the Workers' Education Bureau there is the added advantage of discussion with experienced leaders. Books that give essential economic facts, such as the Workers' Education Bureau series, labor papers and the journal's of one's own and other unions, all help to explain the complicated problems and processes of modern industry and to suggest tactics that may be useful in unions. All these are factors in real education, but the first essential is a searching mind, a mind that will come to every problem determined to think it through until a constructive answer is found.

It is to minds like this among our rank and file

members that we must look for wisdom to guide our future policies. For in our union organization every member has a share in union action, and our policies do not come from one source, but grow out of the ideas and experiences of our members. It is their minds trained by constructive thought and action that must lead us on to ever greater growth and development.

WHAT DOES YOUR DAUGHTER THINK?

The Department of Sociology at the University of Washington has just conducted an investigation on what college students think about modern affairs. The women students of the University, the majority of whom come from the homes of working people, showed an alarming ignorance about trade unionism and industrial affairs. Only 31.4 per cent of the women students believed that the strike is a legitimate method of bettering working conditions, while 67.6 per cent of the college men approved it. Some 72 per cent of the women thought scabbing perfectly proper, while only 47.1 per cent of the men approved of taking a job away from union workers. Industrial radicals or "disturbers" of any kind should be imprisoned thought 32.8 per cent of the women, while only 13.2 per cent of the men favored such a medieval solution for industrial injustice.

How many daughters of the members of this Brotherhood are conversant with the aims and ideals of labor unionism and intelligently able to espouse its cause? If any fail, whose is the fault?—*Locomotive Engineers' Journal*.

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Book Reviews

A NOTABLE REFERENCE BOOK

Ida Clyde Clarke, editor of *Women of Today*, "a book of ten thousand facts," deserves the thanks of both men and women for this comprehensive yet compact survey, not only of eminent women, but of the activities in which women are especially interested. Perhaps the best review is a summary of its varied contents, which deal with matters of the home, such as birth control; of industry, such as child labor; of government, such as women in public office and federal bureaus for women and children; of women in education, in business and the professions, in science and the arts; of honors bestowed upon women. Following is a chapter on woman's progress in foreign lands.

The second section of the book deals with women's organizations, national and international, political, fraternal and others; women's exchanges and periodicals, and their legal status by states.

The third section is a short Who's Who of noted women, past and present, and of promising young women, closing with a necrology of those who died in 1924 and 1925. There is an excellent index. This is, indeed, a valuable compendium of its kind.

The American Library Association has selected at the request of the American National Committee on International Intellectual Cooperation of the League of Nations the thirty-seven outstanding books of the year 1925. Although the United States is entitled to name forty books the American Library Association preferred an incomplete list in which every title had an undisputed place to a padded one which could be questioned. The divisions of the list have been fixed arbitrarily by the International Institute on Intellectual Cooperation and do not include fiction or children's books.

In the world list of 600 titles to be published under the auspices of the Institute, countries publishing 10,000 or more new books annually will be represented by forty books and other countries by a proportionate number.

History

1. C. G. Bowers, "Jefferson and Hamilton" (Houghton).
2. Edward Channing, "History of the United States," Vol. VI, "The War for Southern Independence" (Macmillan).

Social Science

3. Samuel Gompers, "Seventy Years of Life and Labor" (Dutton).
4. Hughes Mearns, "Creative Youth" (Doubleday).

5. Charles Warren, "Congress, the Constitution and the Supreme Court" (Little).

Religion

6. Lewis Browne, "Stranger than Fiction" (Macmillan).
7. Kirsopp Lake, "Religion of Yesterday and Tomorrow" (Houghton).
8. Ludwig Lewisohn, "Israel" (Boni & Liveright).

Philosophy

9. John Dewey, "Experience and Nature" (Open Court).
10. A. L. Gessell, "The Mental Growth of the Pre-School Child" (Macmillan).
11. George Santayana, "Dialogues in Limbo" (Scribner).

Belles Lettres and Art

12. John A. Brashear, "Autobiography of a Man Who Loved the Stars" (Houghton).
13. Harvey W. Cushing, "The Life of Sir William Osler," 2 volumes (Oxford).
14. Robinson Jeffers, "Roan Stallion, Tamar and Other Poems" (Boni & Liveright).
15. James W. Johnson, ed., "Book of American Negro Spirituals" (Viking).
16. Wm. E. Leonard, "Two Lives" (Viking).
17. Amy Lowell, "John Keats," 2 volumes (Houghton).
18. Joseph Pennell, "The Adventures of an Illustrator" (Little).
19. Herbert Quick, "One Man's Life" (Bobbs).
20. E. A. Robinson, "Dionysus in Doubt" (Macmillan).

Geography and Travel

21. William Beebe, "Jungle Days" (Putnam).
22. Joseph R. Smith, "North America" (Harcourt).

Philology and Literary History

23. G. P. Krapp, "The English Language in America," 2 volumes (Century).
24. R. L. Rusk, "Literature of the Middle-Western Frontier," 2 volumes (Columbia).

Natural Science

25. G. A. Bliss, "Calculus of Variations" (Open Court).
26. G. A. Dorsey, "Why We Behave Like Human Beings" (Harper).
27. Carleton Ellis and A. A. Wells, "Chemical Action of Ultra-violet Ray" (Chemical Catalog).
28. D. W. Johnson, "New England-Acadian Shore Line" (Wiley).
29. A. J. Lotka, "Elements of Physical Biology" (Williams & Wilkins).
30. C. P. Oliver, "Meteors" (Williams & Wilkins).
31. C. B. Payne, "Stellar Atmospheres" (Harvard).
32. M. V. Walcott, "North American Wild Flowers," Vol. I (Smithsonian).
33. A. N. Whitehead, "Science and the Modern World" (Macmillan).

34. S. W. Williston, "Osteology of the Reptiles" (Harvard).

Applied Science

35. T. F. Carter, "The Invention of Printing in China" (Columbia).

36. Alice Hamilton, "Industrial Poisons in the United States" (Macmillan).

37. Raymond Pearl, "The Biology of Population Growth" (Knopf).

EDUCATION FOR WORLD CITIZENSHIP

On Saturday, March 12, an all day conference on Education for World Citizenship will be held under the auspices of the League of Women Voters Forum, the Association for Peace Education and other educational organizations. The conference will be similar to the conference on "The Teaching of History" held two years ago.

Three speakers for the March 12 Conference have already been secured: Prof. J. Paul Goode, on the teaching of geography; Prof. Harold Rugg, of the Lincoln School in New York, on the construction of the curriculum and the development of international understanding, and Prof. Harry A. Overstreet, of the College of the City of New York, on psychological factors entering into the development of the international mind.

It is hoped teachers will mark this date on their calendars and help make this Conference a great success by coming in large numbers and taking part in the discussion. This is the day of the inter-dependence and not the independence of nations. It is hoped that as a result of the Conference we may see more clearly what we can do to promote a better understanding among the nations of the world.

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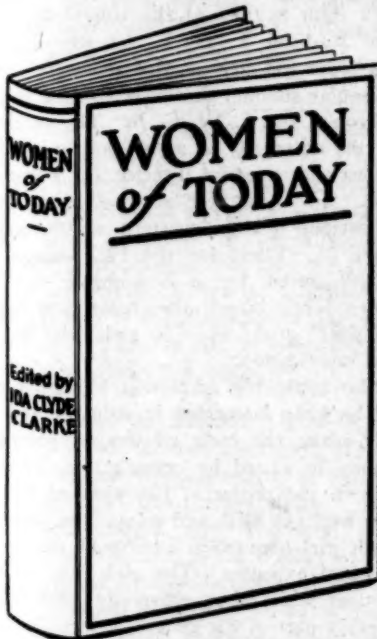
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Bouquets on WOMEN OF TODAY

"Women of Today" of great value in my work at the University.—*G. R. Hebard, University of Wyoming.*

The Wall Street Woman's Club wishes to go on record as being fully in accord with the work being done in bringing out the publication "Women of 1923."—*Mary R. Fraser, Secretary.*

Please accept my compliments on the excellence of this valuable publication.—*Dr. A. Z. Stangler, Czechoslovak Legation.*

"Women of 1923" is a pioneer work of which all women may be justly proud.—*Thyraa W. Amos, Dean of Women, University of Pittsburg.*

If "Women of 1923" is an annual publication, please enter our order for all subsequent editions.—*C. L. Cannon, Chief of Acquisition Department, New York Public Library.*

"Women of 1923" has come—an astonishing piece of work! Hearty congratulations.—*Helen M. Winslow, Editor, The Annual Register of Women's Clubs.*

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WOMEN OF TODAY PUBLISHING COMPANY NEW YORK, U. S. A.

SPREADING EDUCATION TOO THIN

John W. Carey in Rock Rapids Review: Not being a school teacher or a member of a board of education or even a college graduate, naturally we know all about how to run the schools. At that, we have at least one well-defined notion regarding our modern system of education, and that is that it attempts to teach too many different things, with the natural result that it teaches no one thing nearly as well as it might do if it did not try to take in too much territory. Probably this is truer of college and high school than it is of elementary schools. As for children in whom we are especially interested, we would rather have them well versed in a few elemental branches than to have them educated smatteringly in many branches. We have long cherished the idea that the modern school undertakes to do too much. We have no particular schools in mind—just the 1926 system of education. We believe this to be true in Rock Rapids, in Sioux City, in Chicago—practically everywhere. We believe school children are given too much to do—that they have more on their little minds than is good for them. We believe they would be better off, intellectually as well as physically, if there was less of a tendency on the part of teachers to load them down with work. We believe it would be a lot better for a student to get a few paragraphs of Caesar or Cicero or Vergil down pat than to get two or three pages in a sort of a way. We believe it would be more profitable to a student if he thoroughly mastered a few problems in algebra or geometry than if he solved a dozen or so problems under duress with only a hazy idea of what they were all about. It is not going to make a lot of difference, after graduation, how many pages of Latin a boy or girl can translate or how many rules of higher mathematics he can recite, if he is incapable of going out and making a living. Time will come when it will be a lot more important to know where to go for certain useful facts and how to go about locating them, than it will be to have one's head cluttered up with a lot of unessential information. In many schools the mistake is made of allowing too many social and athletic distractions; in nearly all schools, the mistake is made of giving students a lot more work to do than is advisable for their own welfare or that of the school. We know how hard it is in our business to think clearly and effectively along any one line when our mind is on fifty-seven varieties of subjects at one and the same time, and we sympathize with youngsters at school who are expected to make a showing when overdraft is being made on their mental energies in just about the same proportion.

Public desire to learn the English language has caused the establishment of classes in English in the Gimnasio Paraguayo, the public forum of Asuncion. English classes have been inaugurated generally in the schools and colleges of Paraguay.

Expenditures for public education in Basel, a city which constitutes a canton in itself, were 10,636,610 francs in 1924, or about \$2,000,000. The population is 142,574 and the expense of education amounts to an annual tax of more than \$14 upon every inhabitant of the city.

THE WISCONSIN UNIVERSITY SUMMER SCHOOL FOR INDUSTRIAL GIRLS

The Wisconsin University Summer School for Industrial Girls will hold its third regular session in 1927. This is a part of the regular summer session of the University of Wisconsin, and consists of a group of special classes in English, economics, and physical education conducted for girls who "work with the tools of their trade," and who would not be eligible for regular university work because they could not meet the entrance requirements. The plan was initiated in 1924 through a joint project of the University Y. W. C. A. and the Madison Y. W. C. A., whereby eight industrial girls from the city of Madison were enabled to attend the regular summer session classes by scholarships raised through the Y. W. C. A. The success of these girls led the university to undertake the provision of special classes and a special director for a group of industrial girls. In 1925 there were 42 girls in the group from various middle western states, and in 1926 there were 34. Plans for the 1927 session have not yet been announced, but it is probable that there will be facilities for a larger attendance, and perhaps for a "second year" group open to girls who have already attended one session.

The girls who apply for admission to this summer school should be girls *interested* in industry and girls who habitually make the most of their opportunities. Scholarships may be raised by organizations interested in the girls or in the project. The expense for each girl for the six weeks is \$100, and it has been customary to provide each girl about \$25 additional for railway fare and incidental expenses. The girls are lodged in groups, in houses with other university students, and are in every way a part of the general student body, but their class work is planned to meet their personal needs and to organize their experiences in the industrial world. In this sense it is a true experiment in Workers' Education.

Baltimore Labor College

Through its education department, the Baltimore Federation of Labor undertakes to offer short courses of study in subjects of interest to the members of organized labor, their families and friends. These courses consist of economics, public speaking, labor and law, psychology, practical English, parliamentary law, mathematics, fine arts and blue print reading. The teachers are selected, primarily because of their special ability, but consideration is also given to their sympathies with the aims of organized labor, without which effective work cannot be done. The courses selected are such as will help the members of organized labor to understand more clearly the modern complex industrial society, and lead to a more clear and full understanding of the mighty economic forces that so vitally affect us in our every day life and yet are beyond the control of legislation, laws and collective bargaining. The Baltimore federation believes that a clear understanding of the aims and purposes and ideals of the American labor movement can only serve to fit its membership for a more active and valuable service to the labor movement.

Our Locals

The Cambridge Federation of Teachers has affiliated with the American Federation of Teachers as Local 195. Miss Bernice Rogers is President and Miss Mary Macklin, Treasurer. Equal pay for men and women is the immediate problem in Cambridge and other Massachusetts cities. Cambridge recognizes that the American Federation of Teachers can do more to bring about the just solution of this problem than can unaffiliated groups or individual teachers. We are happy to welcome the new Cambridge local and regard it as an occasion for mutual congratulation.

The locals of St. Paul and Minneapolis, St. Paul Men No. 43, St. Paul Women No. 48 and Minneapolis No. 59, in co-operation with the Minnesota Labor organizations and other progressive organizations are actively engaged in the campaign against the anti-evolution bill to be introduced in the Minnesota legislature. The A. F. T. position is that adopted at its convention in 1925, "anti-evolution law is a menace not only to educational and to religious liberty, but to political liberty as well." The A. F. T. proposes to do its full share in combating this menace.

At a luncheon on Saturday, Dec. 18, given by the Portland Teachers Union, Local No. 111, Mr. Norman Thorne, Assistant Superintendent of Portland Schools, was the principal guest and speaker. His topic was "The Administration and Teachers' Organizations." This was the first time in the history of the union that a superintendent of the Portland schools had met with it. The Portland Teachers Union is considering the project of promoting a Pacific Coast conference on educational objectives. It is a big undertaking but undoubtedly can be done by the Portland Union, many of whose members are seriously interested in searching for a new basis for the activity called "teaching."

The Committee on Academic Freedom and Tenure, R. W. Everett, Chairman, is actively functioning. The following letters have been sent out.

The Committee of Academic Freedom and Tenure has been created by the National Body. In order to have some data to work on, in case of need, we are asking each Local for an account of any cases of teachers or school administrators who have been dismissed for personal or political reasons. What course did your Local pursue and with what results?

Also, please give us a statement of the legal status of Tenure, or the efforts that are being made to make it a law, in your State. In the States where there are no Locals we shall appeal to the State Branch of the N. E. A.

Please favor us with an early answer, even though you have no cases to report, so that we may tabulate results. We hope to make our findings available for all.

Dear Sir:

After a careful survey, we find that among others, your State is without Teachers' Tenure laws. As your Legislature is to meet this coming year, it would be an opportunity for Labor to take some action in this matter.

Many teachers' organizations are run by the Superintendents, who are secretly opposed to Tenure, with the result that they make little effort and less progress in this direction. And in any case they are not well enough organized to accomplish much. We have found it very difficult to organize the teachers, one reason being that it is too easy to "fire" any teacher who has temerity enough to try to organize without the leadership of the Superintendent. It is for this reason that we write to you instead of the teachers.

I am sure that you agree with us that it is to the advantage of Labor and Society to have the teachers organized and affiliated with Labor. If Labor would make a gesture in this direction I feel that it would improve the attitude of the teaching profession toward Unionism.

We shall be glad to furnish you with copies of Tenure Laws now in operation in several States, or aid in any other way you may suggest.

As Chairman of the National Committee on Academic Freedom and Tenure, I am very anxious to cooperate with the forces of Labor in cases where teachers are removed for their political or economic ideas. I trust that I may hear from you as to the possibilities in these matters. If it is too late this year, would you be interested next?

Dr. Henry Suzzalo has written thanking us for our resolution and offer of assistance, but says to us as he has to all others that it is a state affair and outsiders cannot help any.

LOCAL 5 ORGANIZES A TRAVEL BUREAU

The Teachers Union of New York has arranged to meet another need of teachers. This time it is the need for advice and assistance which members feel when they plan to travel. The Travel Bureau is the instrument toward this end. The Bureau has been in existence for only a few weeks, yet it has succeeded in serving quite a number of members of Local 5.

There is no reason why the services of the Travel Bureau should be limited to members of the New York local. The Bureau is in a position and it is eager to serve all members of locals in the American Federation of Teachers. It is prepared to advise as to itinerary, to arrange for passage and hotel accommodations for, and to give help in procuring passports and visés to, all who wish to avail themselves of its services.

The Travel Bureau will meet the needs of those who wish to prepare for long or for short trips, for long or for short stays, in the United States or abroad.

The Travel Bureau may be reached by addressing The Travel Bureau of the Teachers Union, 70 Fifth Avenue, New York, N. Y.

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